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ABSTRACT

A study was conducted by Daytona Beach Community College's (DBCC's) Mid-Florida Research and Business Center to determine the market for the educational services which fall within the mission of DBCC, to identify target populations within that market, to explore educational needs and perceived desires, and to examine community opinions of DBCC and its academic services. Study findings, based on information provided by county residents, educators, employers, and high school juniors and seniors, revealed the following: (1) community members agreed that some type of higher education is important for success, and they expressed more confidence in the community college system as a whole than any other educational system in the state; (2) the vast majority of community members had positive opinions about DBCC's academic reputation, offering relevant educational opportunities, occupational and leisure programs, and value to the community; (3) while 25% of the community members had taken a class in the past year, more than 33% had not been in a classroom in 10 years; (4) working women were the most likely group to have taken a course during the past year; (5) many educators were unaware of DBCC's academic strengths and the scope of its programs and services; (6) most employers expressed a strong belief in DBCC's educational relevance; and (7) high school juniors and seniors felt DBCC was at least equal to other colleges and universities, and more than half planned to attend DBCC. Based on study findings, recommendations concerning marketing and institutional promotion were developed. (EJV)

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EXCERPTS FROM

DAYTONA BEACH COMMUNITY COLLEGE INSTITUTIONAL AUDIT

JC 860 204

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DAYTONA BEACH COMMUNITY COLLEGE INSTITUTIONAL AUDIT

Dr. Charles H. Polk, President
Daytona Beach Community College

Mid-Florida Research and Business Center
October 7, 1985

DAYTONA BEACH COMMUNITY COLLEGE INSTITUTIONAL AUDIT

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DBCC COMMUNITY INSTITUTIONAL AUDIT

OBJECTIVE

The purpose of this audit was to determine the market for the educational services which fall within the mission of Daytona Beach Community College; also to identify target populations within that market; to explore their needs and perceived desires; and to examine their opinions of Daytona Beach Community College and its academic services.

Finally, in the light of that data, the information regarding trends affecting education nationally, and data collected about the experiences of graduates and their perceptions of the college's academic services, recommendations will be made regarding marketing directions for delivery of services to the college's constituency.

EXECUTIVE SUMMARY

The members of the community which Daytona Beach Community College serves (Flagler and Volusia counties) agree that some type of higher education is important for success in today's world and will lead to a good job.

They express more confidence in the community college system, as a whole, than in any other educational system in the state. Public schools, K-12, received less of their confidence than any other educational system.

The vast majority believe in Daytona Beach Community College, believe it has a good academic reputation, offers relevant educational opportunities, has a good reputation for its occupational programs, does a good job with leisure programs, and is an educational asset to the community.

There is some interesting divergence of opinion about the college's mission. While a majority agreed with the college's traditional "open door" philosophy a significant one third disagreed.

And the division was pretty even over whether the college should offer more leisure time courses.

While an outstanding one fourth of the group have taken a class in the past year, more than one third haven't been inside a classroom (or taken any non-traditional course) for the past 10 years.

One half would like to take some sort of class in the next two years; the most important reason, expressed, was for self improvement; and the second most important was to improve their employability.

More than three quarters of those who plan to take a class in the next two years will seek that class from Daytona Beach Community College.

However, several factors will affect whether they ever actually enroll in a class.

Many would prefer classes to be available on weekends, late at night and over the noon hour. Only a very small segment preferred the morning, the college's traditional class time.

And, nearly one third (more outside the Halifax area) would prefer classes at a location near their home or job.

More than one third of the population have ever taken a class from Daytona Beach Community College. The highest number were in leisure time classes, although business related and health related classes were frequently mentioned. Well more than three quarters rated these classes as Better than Average or Excellent.

The most favored source of information about Daytona Beach Community College is through newspaper articles. Those have left a positive impression on the community. Second most favored source was the college's special newspaper tabloid/class schedule. This, too, leaves a favorable impression.

Although they make a positive impression the college's mobile campus and the college recruiter (and other staff) are much less mentioned as useful.

The most frequently requested source of information about the college are mail brochures, catalogs, etc. Many expressed a desire to visit and become more familiar with the campus.

Of the potential constituency, one third have some college education, one quarter have a high school diploma or GED, and one fifth have at least a Bachelor's degree.

About one third are employed full-time; nearly a third are retired; and a good portion are full time homemakers.

More than one third of the population are married with children and one quarter are married with no children. About one tenth are single parents.

The income of more than one third of the community is between $7,001 and $22,000. Less than one fifth have an income range between $22,001 and $32,000.

Of the significant segments within the community:

MINORITIES

* More minorities have never had any classroom experience
* Many minorities requested private tutoring
* More than half had a high school diploma or less
* One third had some technical training

SPECIFIC AREAS

* Those outside Halifax area express strong desire for classes near home or job
* Far fewer people outside the Halifax area have ever taken classes at Daytona Beach Community College

EMPLOYED MALES AND FEMALES

* Working women were most likely to have taken a course during the past year
* Working men are more likely to take a course to maintain their job skills
* Working women are more likely to take a course for self improvement

HOMEMAKERS

* Are more likely to take a class in order to upgrade skills or improve their employability
* Were more likely to cite unavailability of classes as a reason they decided not to take a planned class

RETIREES

* The last time they took classes was more likely longer than 10 years ago.
* The reason they would take a course in the next two years is for enjoyment...a significant group are seeking job skills

SPECIFIC GROUP SURVEYS

EDUCATORS

* Many are unaware of DBCC's academic strengths or the scope of its available academic and support services
* Many had a good impression of in-service programs, conferences, and continuing education opportunities
* Most agreed that DBCC had a good academic reputation
* More than half said DBCC's programs are not too easy
* Support or non-support for the "open door" was almost 50-50
* Many felt DBCC could be meeting additional education needs by upgrading academic expectations, expanding vocational programs, offering more courses for teacher certification

EMPLOYERS

* Most believe a degree PLUS personal traits and experience were important
* Most show strong belief in DBCC's educational relevance
* Most have employed DBCC's students and graduates and will continue to do so
* Most have employees who have taken courses at DBCC, these were mostly job related, and rated Good to Excellent

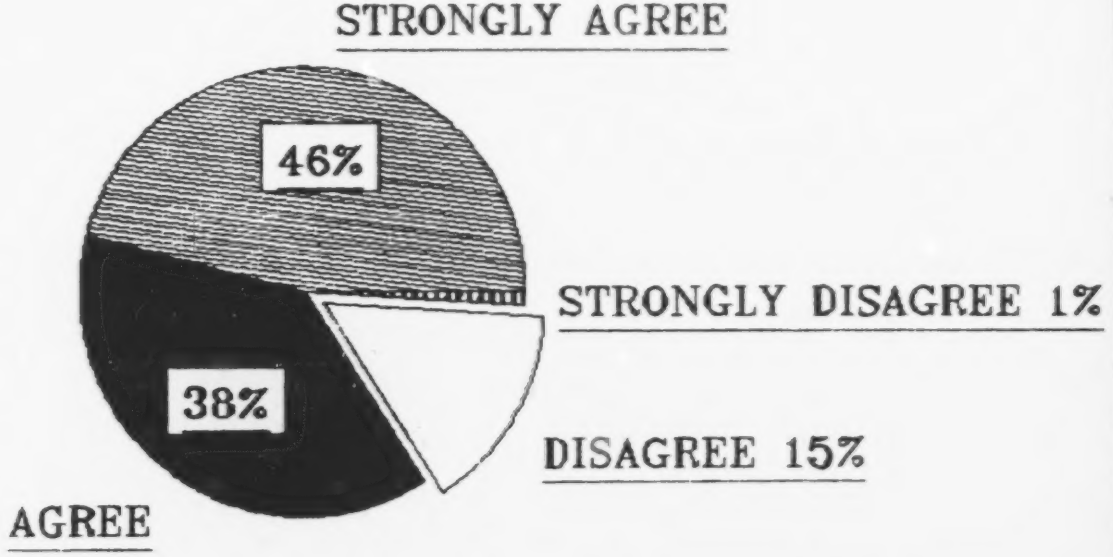
- Many have taken classes, themselves, at DBCC, most were job related and rated Good to Excellent
- A large number provide training for employees
- A significant number said they would like to schedule training programs through DBCC
- Most said evenings were the best times for programs; some said days were possible
- Future jobs needs were mostly technical
- A good number had resources DBCC could use for training

HIGH SCHOOL JUNIORS AND SENIORS

- They believe DBCC is, at least, equal to other colleges and universities
- The vast majority have made tentative or firm career choices
- One third are seeking a Bachelor's degree
- More than one third seek a two year degree or vocational certificates
- More than half will work and continue education full-time
- One quarter will work and continue education part-time
- More than half plan to attend DBCC
- The vast majority said availability of classes is the reason they will choose a college or university
- A little more than one third think DBCC's programs were Above Average to Excellent
- The most frequent source for information about DBCC were friends (not necessarily students or alumni)
- Most sought source of information--mail brochures

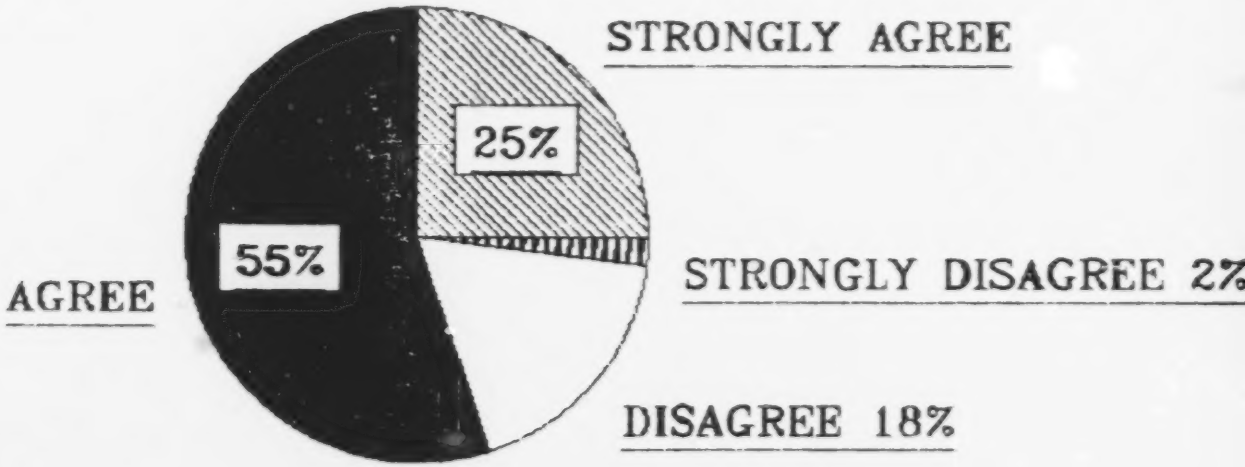
GENERAL COMMUNITY SURVEY

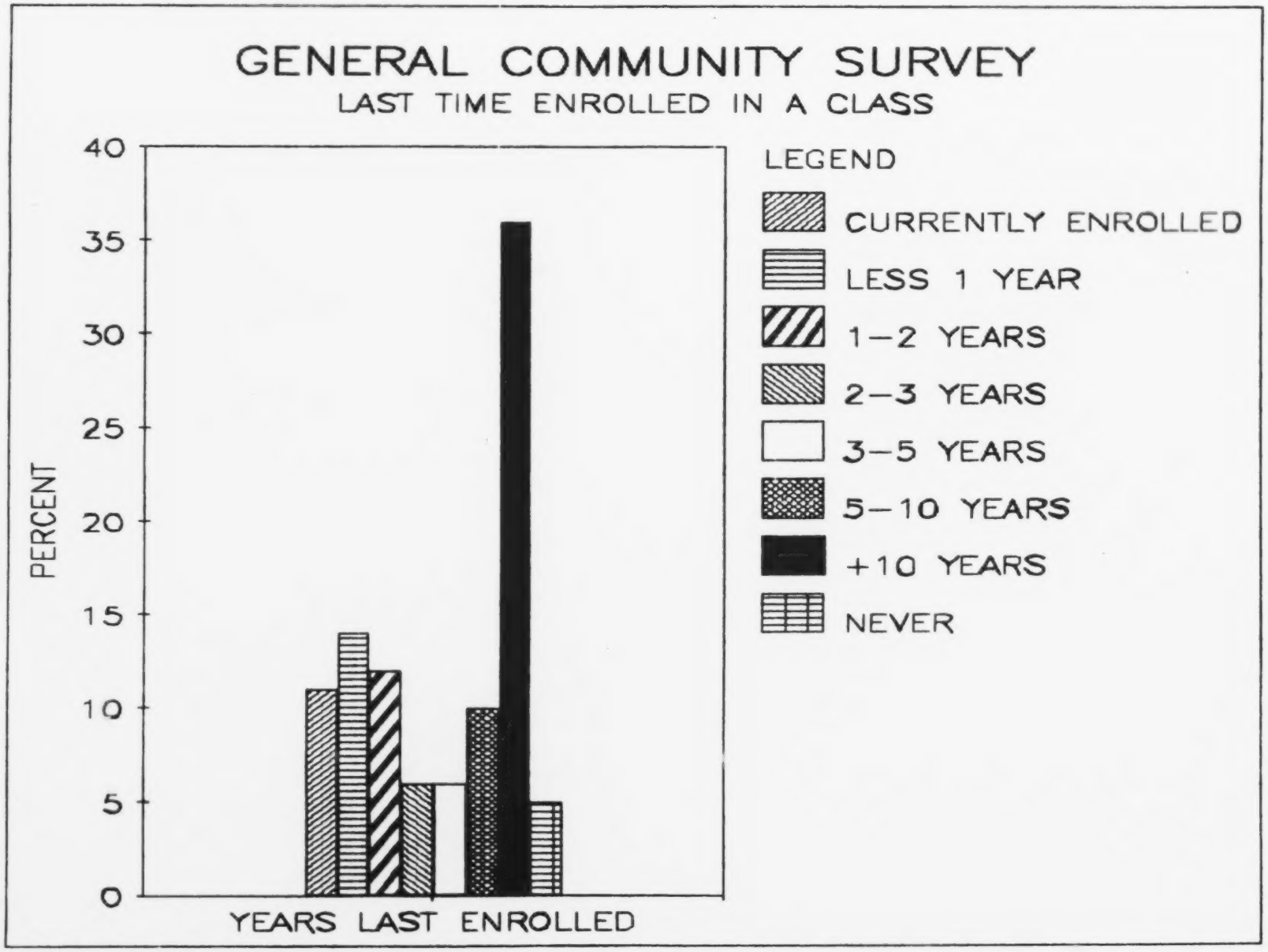
IS A COLLEGE EDUCATION IMPORTANT FOR SUCCESS

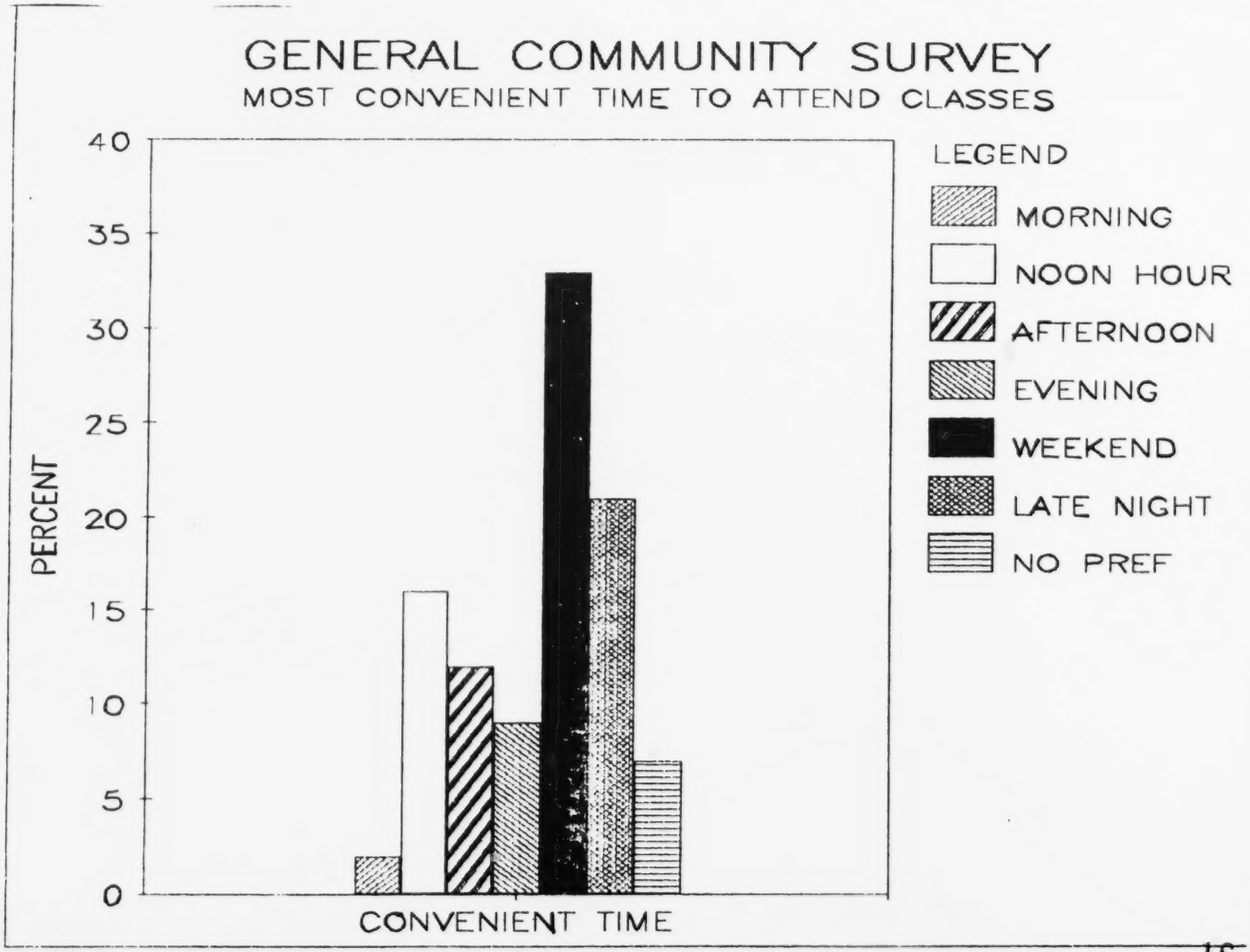


GENERAL COMMUNITY SURVEY

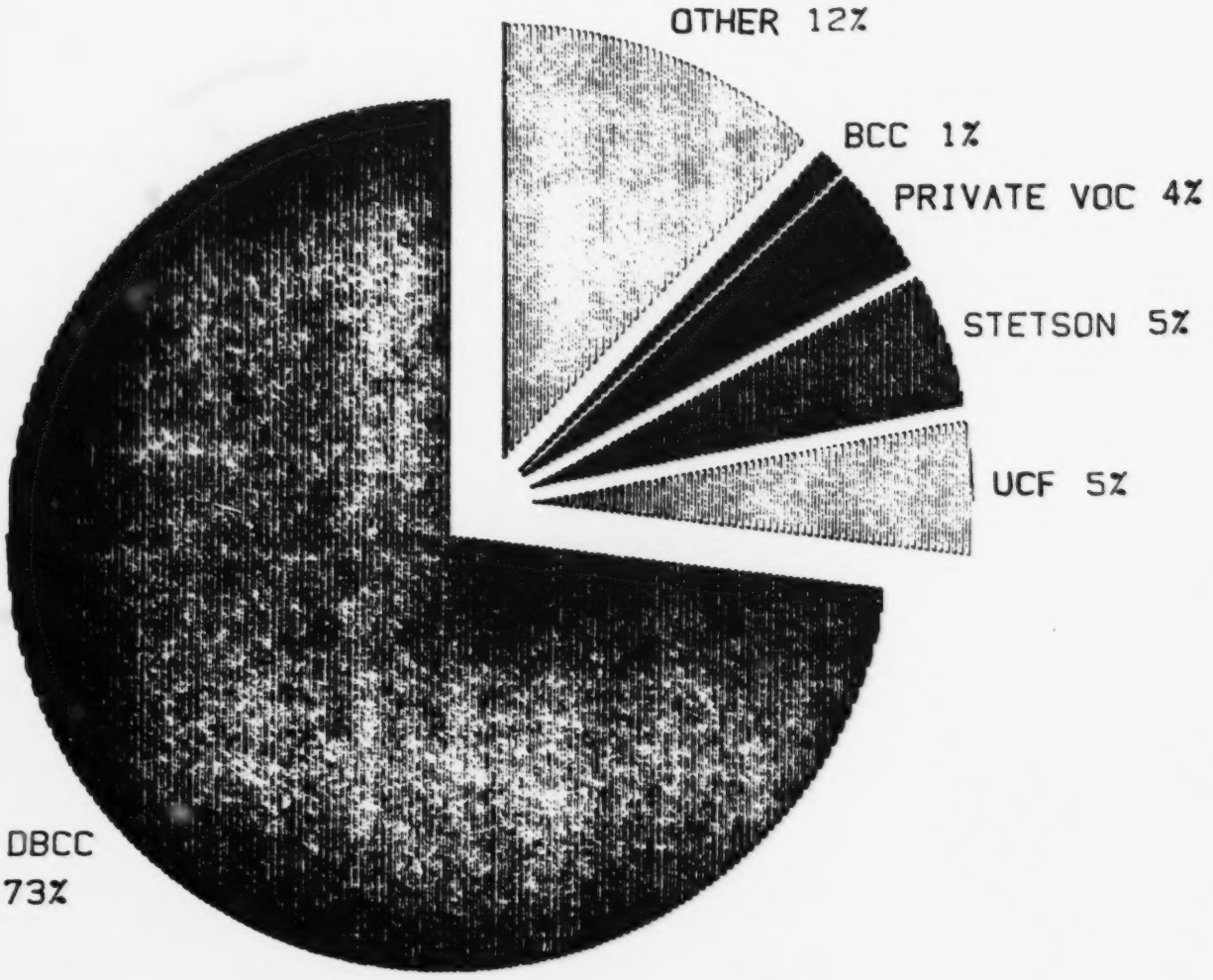
DOES A COLLEGE EDUCATION LEAD TO A GOOD JOB




GENERAL COMMUNITY SURVEY
LAST TIME ENROLLED IN A CLASS
PERCENT
40
35
30
25
20
15
10
5
0
YEARS LAST ENROLLED
LEGEND
CURRENTLY ENROLLED
LESS 1 YEAR
1–2 YEARS
2–3 YEARS
3–5 YEARS
5–10 YEARS
+10 YEARS
NEVER


GENERAL COMMUNITY SURVEY
MOST CONVENIENT TIME TO ATTEND CLASSES
40
35
30
25
20
15
10
5
0
PERCENT
CONVENIENT TIME
LEGEND
MORNING
NOON HOUR
AFTERNOON
EVENING
WEEKEND
LATE NIGHT
NO PREF

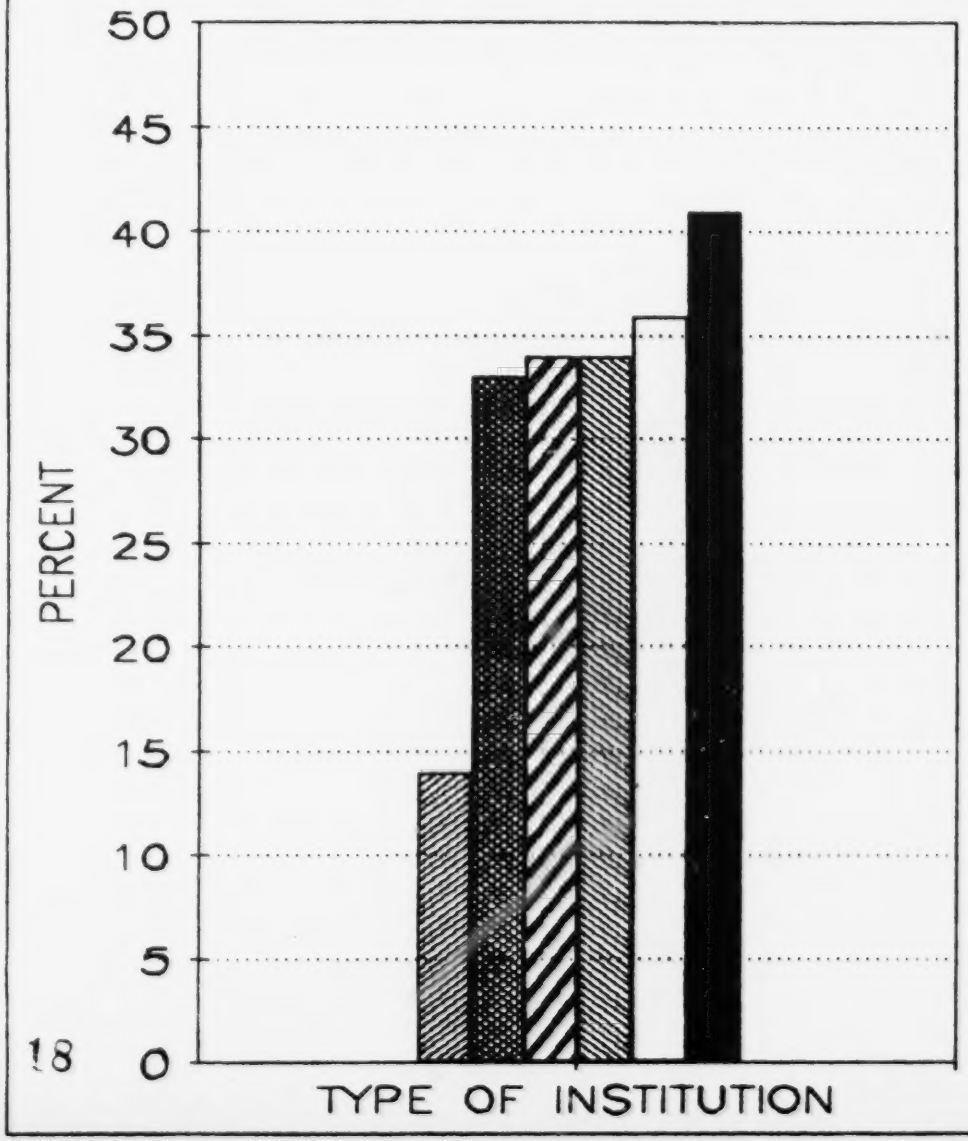
GENERAL COMMUNITY SURVEY



PREFERRED LOCATION TO TAKE CLASSES

GENERAL CONVERSION SURVEY

% EXPRESSING A GREAT DEAL OF CONFIDENCE IN EDUC INSTITUTIONS



LEGEND

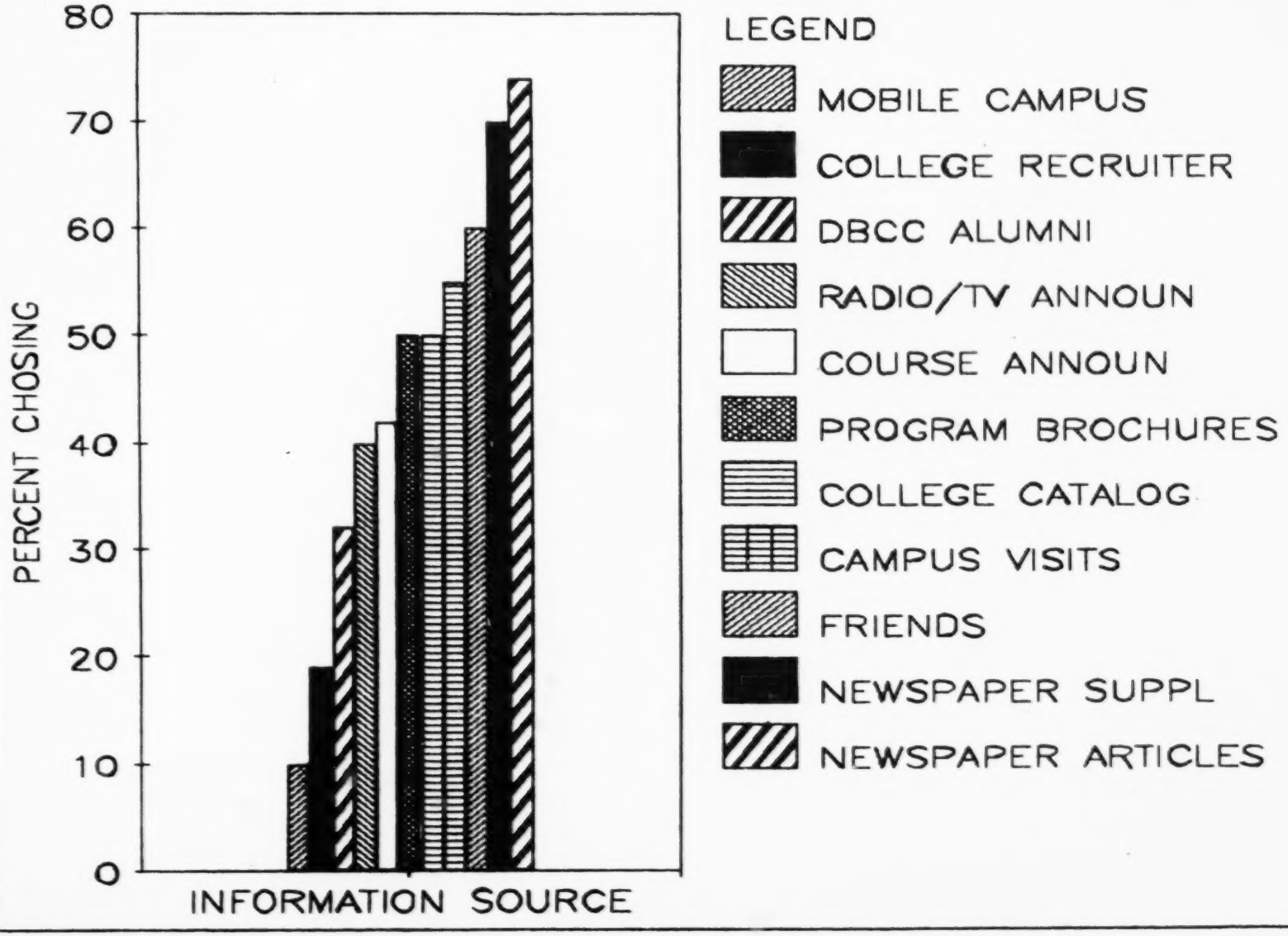
- PUBLIC SCHOOLS K–12
- STATE UNIVERSITIES
- PRIVATE VOC/TECH SCH
- PRIVATE COLLEGES
- PRIVATE SCHOOLS K–12
- COMMUNITY COLLEGES

18

19

GENERAL CONVERSION SURVEY

SOURCE OF INFORMATION ABOUT DBCC



CONCLUSIONS AND RECOMMENDATIONS

The demographics of the population of Flagler and Volusia counties has dramatically changed during the past several years and the predictable changes during the coming decades will continue in the same directions.

An older, more diversely employed, or retired, citizenry will be the dominant consumers of Daytona Beach Community College's educational programs and services.

While the college's constituency have a high regard for Daytona Beach Community College, there are dimensions of that educational product that can be better structured (and marketed) to more closely match their needs.

Prospective adult students want more individual segments of vocational programs to upgrade and increase their skills (not full certificate programs); they want those classes close to their homes and jobs; they want those classes on weekends, late at night, and over their lunch hours. They demand those classes be relevant and targeted to their need for job and self improvement.

Senior citizens and homemakers need to be made to feel comfortable and welcome in classes: they are seeking skills training that will make them employable (even at less professional level jobs). They also want classes which will make them feel good about themselves and give them personal skills. They, too, want those classes close to home.

The best way to market to those people is by DIRECT MAIL; they want brochures and course announcements to come to them at home. They also develop a positive impression and learn about the college through newspaper articles, and this constant flow of information through the press should be maintained.

Area employers want to work closer with Daytona Beach Community College in planning vocational programs, including course content. They

would particularly welcome in-plant, or specific work skills training for their employees. They have space, equipment and personnel resources they are willing to share.

They are mostly not aware of the placement or cooperative education programs and are seeking ways to hire and assist in the training of our students and graduates.

They have definite ideas about the employability skills students need to be taught; about the occupational skills that are most needed now and will be needed in the future.

They would welcome direct marketing one-on-one by the informed decision makers.

Area educators generally believe DBCC is alright. They are concerned the college does not challenge the bright students. They believe, because DBCC's GED and basic education programs are easy, they encourage students to leave their classroom and attend DBCC.

They don't know much about many of the college's programs and services and this must be changed through on-campus workshops, more participation in teacher in-service days by college staff, much more working teacher certification and professional development classes at convenient times.

They should know more, particularly, about the Learning Resource Center and its multi-dimensions, the Career and Testing Centers, etc.

They would like to see more in-class visits by DBCC staff. They want to know more about our better statistics on student accomplishments.

Area high school juniors and seniors don't know much about what DBCC has to offer them. The reasons they choose a college is because of availability of classes. They need to know, before they make their college decision, about the wide variety of classes they can choose from.

They need to know about the smaller size of classes at DBCC, versus the large state universities; they need to know what good results and experiences await them when they take their first two years of a Bachelor's degree at DBCC and then transfer to a state university.

They depend on friends, not necessarily the most knowledgeable source, for information about schools. They and their friends want to be receiving, via DIRECT MAIL, specific information about the college. That is how the competition markets.

They need to know more, specific information, about how the QUANTA and similar programs work, how that transfers to the upper division, what their records look like when they take a QUANTA type program.

Bright college bound students need to know they will be challenged by DBCC.

Vocational/Occupational bound students need to be aware of the variety of programs for them; the assistance they can receive (both financial and academic); the high rate of placement; the high involvement by their future employers; etc.

In sum, the way to reach any prospective students is through DIRECT MAIL, with information about the classes, their pragmatic hours, venue and content.

Employers welcome direct person-to-person contact by the informed decision maker.

Educators need more knowledge through more interaction with the college, its staff, its faculty and its facilities.

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JUN 6 1986